

SEP 3 1999

General Education Course Proposal

Proposed Course: Eth S 001 Ethnic Experience Units 3.0
Prefix No. Title

Department: Ethnic Studies School: Social Sciences

GE Category (Indicate one category only):

Foundation: A1___; A2___; A3___; B4___
Breadth: B1___; B2___; C1___; C2___; D ; E___
Integration: B___; C___; D___; International/Multicultural___

Existing Course ___; Revised Course ; New Course ___

Course Included in Current GE Program ___

New courses require the Undergraduate Course Proposal form in addition to this form.

Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitation, lecture/lab hours. Indicate former course number, e.g., (Former Eth 105)

Comparative study of ethnic minorities in the United States, combining the perspectives of history, sociology, and psychology. It will survey the major questions, concepts, and theory concerning issues of ethnicity and culture.

Enrollment limit per section: 40

Expected number of sections per semester -- Year 1 3; Year 3 3

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

James E. Walters 8/5/99
Department Chair Date

J Schever 9/3/99
School Dean Date

Brandt Kehoe 10/5/99
Associate Provost Date

John Ruyos 9/2/99
School Curriculum Committee Date

Pedro Amador 10/5/99
General Education Subcommittee Date

Forward Original and TWELVE copies to:
Associate Provost for Academic Affairs, M/S 54

Attachment #2: General Syllabus

Proposed Course: ETHS
Department of Ethnic Studies
February 7, 1999,

3 units - no prerequisite
MWF 3-4, MCF 204

Professor's Name:
Class Time: 3-4:00 PM
Room Number: MCF 204
Semester/ Date: Fall/98
Dept Office: MCF 243
Office Hours: MWF 4-5:00 PM
Office Location: SS 116
Office Number 278-5837
E-mail (optional) carlw@csufresno.edu

Textbooks: The following textbook suggested is S.Dale McLemore & Harriet D. Romo, Race and Ethnic Relations in America, (Boston MA:Allyn and Bacon, 1998).....

Fees: There are no fees attached to this course.

General Policy

Catalog Description: Comparative study of ethnic minorities in the United States, combining the perspectives of history, sociology, and psychology. It will survey the major questions, concepts and theory concerning issues of ethnicity and culture.

General Education: This course meets the GE requirements. For students with catalog 1998-99 or earlier, it meets the requirements for Breadth division 9. For other students it meets the requirements of Breadth D-2, lower division.

Attendance: Six or more absences is an automatic failure. Poor attendance will lead to lower grades. Class participation is worth 100 points. If you're absent you can't participate!

Make-up work: All writing and oral assignments must be submitted to pass the class. There are no make-up exams.

Cheating and plagiarism: Cheating and plagiarism, as defined by university policy, will result in failure.

Students with disabilities: If you have a disability be sure to identify yourself to the University and the instructor so that reasonable accommodations for learning and evaluation within the course can be made. You can contact Services to Students with Disabilities, Library Room 1049. 276-2811

Assistance: Class participation is part of your grade. Asking questions, participating in discussions, asking for clarification, and responding to ideas are anticipated responsibilities of the student. If you have problems following the course see the instructor. If domestic or personal problems begin to interfere with your performance speak with the instructor or take appropriate action. You can withdraw from a course on the basis of a “**serious and compelling reason**” with a “W”.

Course Goals: At the successful completion of this course students should be able to:

- demonstrate historical knowledge concerning the struggles of Chicano’s, African Americans, Asians, and American Indians
- Differentiate between race and ethnicity
- understand the sociology of group conflict
- understand various models of cultural assimilation
- understand the various waves of immigration from ethnic perspectives
- understand various theories of prejudice
- distinguish between racism and prejudice
- understand legal, political, and educational approaches deployed to reduce discrimination and prejudice
- understand with some sophistication the structure of oppression experienced by Latinos, African Americans, American Indians, and Asians
- distinguish between colonization, assimilation, appropriation, and cultural pluralism
- write and think critically on issues concerning the ethnic groups studied in this course

ASSIGNMENTS

Homework / Classwork: All homework must be typed and completed to the instructor’s satisfaction. Homework assignments reinforce classroom lectures and instruction. There will be 5 homework/classroom assignments. Students will have the option to hand the work in the day preceding the assignment. Assignments will be reviewed and used as an instrument for evaluating classroom performance. You should be prepared to answer questions, define concepts, and generally respond intelligently to the professor’s question concerning prescribed assignments. Classwork will reflect the student’s ability to comprehend and analyze assigned reading materials and handouts.

Tests

Examinations will test memory and mastery of the material covered in class. There will be five tests given during the semester. Because no make-up examinations are given students have the option of dropping one examination. The final, the oral, and the research/topic papers cannot be dropped.

Oral Presentations

Each student is to present one oral narrative on her/his ethnic experiences with another ethnic group. That experience must add or supply the class with a significant lesson or illuminate one of the problems discussed in class. Identify a narrowly focused topic. By week (4), turn in a one page abstract. The abstract will describe your topic or problem and cite preliminary sources on your problem or experience.

An approved abstract must precede all oral presentations. Oral presentations count as one test grade. Presentations will be graded on content analysis, inference, historical parallels, comprehensiveness, and competence with the subject.

Written Paper/Papers

The writing requirement for lower level GE courses is 2000 words. This requirement will be met in two parts. In addition to exam questions all students are required to write a 2500 word research/topics paper. The written assignment can correspond to student presentations. Presentations, and therefore written papers, must focus on issues concerning ethnic relations in America. The issues must be narrowly defined and can generally be located within the course topics. In addition, papers are not limited by, but must show conceptual understanding of “vocabulary” and “concepts” covered in lectures and discussions. The professor must clear all research projects or topic papers. All papers must be preceded by an abstract/precis’ due by week five. The final draft of your research is due by week thirteen. Once the abstract has been approved the student may proceed. Paper are worth 200 points (two test grades).

All papers must follow a prescribed format (including references and bibliography). The research paper must have a literature review, a statement of the problem, an analysis of the problem, and a conclusion. All papers must use a multi-disciplined analysis .

Final Exam.

The final examination will be cumulative (comprehensive), and will include discussions, lecture, and assigned readings. Books, notes, hand-outs, or tape recorders can not be used during the final examination. The final will be scheduled for December 16, 1998, 17:45-19:45.

Final Grades (Evaluation of Student work)

Class work	100
Research Paper	200
Oral Presentation	100
Examinations (Test)	500
Final	200

Each score is counted as a test. There are 11 tests. An average of these determines the final grade

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 70%

Course Topics

Topic 1	American Indians and Europeans	1 week
Topic 2	Competing Views on America Pluralism	1 week
Topic 3	Anglo America’s Development	1 week

Topic 4	Immigration & Immigrants	2weeks
Topic 5	Exclusionary Mechanisms and Rationalizations	2week
Topic 6	Mexican Americans: colonization, assimilation and transformations	2weeks
Topic 7	African Americans: Slavery, 1st Reconstruction, 2nd Reconstruction, Protest and Social Change	2weeks
Topic 8	American Indians; The First Americans	2weeks
Topic 9	The New Immigrants	1week
Topic 10	Reducing Exclusion and the Future of Ethnicity	1week

Course Topics

Topic 1 American Indians and Europeans - 1 wk
 Methods of excluding American Indians,
 Image making and Social relations between Indians and Europeans
 Transitions in relations

Topic 2 Competing Views on America Pluralism - 1 wk
 Theory of assimilation
 Anglo Ideology
 The Melting Pot Ideology & Cultural Pluralism

Topic 3 Anglo America's Development - 1 wk
 European/English legacy in the new colonies
 Revolution & Early American Racialism

Topic 4 Immigration & Immigrants - 2 wk
 Nineteen century Irish and Germans
 Immigrants and the U.S. Market Economy
 Changing Patterns of Immigration

Topic 5 Exclusionary Mechanisms and Rationalizations - 2 wk.s
 Science, Literature, Art and Race
 Theories of Prejudice
 Racial Theories

Topic 6 Mexican Americans: colonization, assimilation and transformations - 2 wk.s
 The Colonial Model
 Mexican Migration
 Identity and Diversity
 Mexican American "Success"

Topic 7 African Americans: Slavery, 1st Reconstruction, 2nd Reconstruction, Protest and Social Change - 2 wks

Immigrant or Colonized Minority

Slavery and White Supremacy: From Emancipation to Reconstruction

Migration and Urbanization

Legal and Social Resistance

Assimilation or Appropriation

African American Access and Opportunity

Topic 8 American Indians: The First Americans - 2 wks

European and Indian Contact

The Plains Wars and Reservations

Native American Resistance, Accommodation, and Assimilation

Contemporary Native American Existence

Topic 9 The New Immigrants - 1 wk

New Immigrant, new laws, & new social problems

Topic 10 Reducing Exclusion and the Future of Ethnicity - 1 wk

Consequence of racial, discrimination, and fear

Solving Institutionalized ethnic discrimination

New Theories for fuller participation

Applying new models to old problems.

The order and emphasis of coverage of these topics may vary according to the discretion of the instructor and the text book used.

ATTACHMENT # 3: TYPICAL SYLLABUS

Eths 1, The Ethnic Experience

Fall 1998

3 units - no prerequisite

NWF 3-4, MCF 204

Professor's Name: Carl O Word
Class Time: 3-4:00 PM
Room Number: MCF 204
Semester/ Date: Fall/98
Dept Office: MCF 243
Office Hours: MWF 4-5:00 PM
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Topic 5	Exclusionary Mechanisms and Rationalizations	2week
Topic 6	Mexican Americans: colonization, assimilation and	

	transformations	2weeks
Topic 7	African Americans: Slavery, 1st Reconstruction, 2nd Reconstruction, Protest and Social Change	2weeks
Topic 8	American Indians; The First Americans	2weeks
Topic 9	The New Immigrants	1week
Topic 10	Reducing Exclusion and the Future of Ethnicity	1 week

Course Calendar /// The schedule and procedures for this course indicated below are subject to change in the event of extenuating circumstances.

Week 1

Introduction to the course, reading of the syllabus, comprehensive review of expectations

Topic 1 American Indians and Europeans

A Popular Image of Americanization

Factors Affecting Inclusion

Differences in Social Power

Voluntary or Involuntary Entrance

From traditional to modern racial and ethnic relations

Week 2

Topic 2 Competing Views on America Pluralism

Two assimilation theories

The cycle of race relations

Theory of assimilation

Three Ideologies of Assimilation

Anglo Conformity Ideology

The Melting Pot Ideology The Ideology of Cultural Pluralism

Separatism and Secessionism

Week 3

Research:

Introduction to the research process, the research paper format finding/ focusing on a thesis

Topic 3 Anglo America's Development

The English Legacy

Indian - English relations

Servants and Slaves

The Irish and Germans

Revolution & Early American Racialism

TEST 1: Friday week three - Pluralism, Anglo Development and Contact

Weeks 4 & 5

Abstracts: Abstracts due for the oral presentation. Research abstracts are due at the end of week five

Oral Presentation: Begin oral presentations

Topic 4 Immigration & Immigrants

Nineteen century Irish and Germans

Changing Patterns of Immigration

The Second Great Immigrant Stream

The Italians

Sephardic and Ashkenazi Jews

Italians and Russian Jews

Immigration Restrictions

The Third Great Immigrant Stream

Rejections & National-Origins Principle (Naturalization Laws)

Sociological Effects of New Laws ()

Japanese Immigration and native Reactions

Anti-Asian sentiment

Anti-Japanese Protest

The Picture -Bride Invasion

The Japanese Family

Occupation and the Alien Lands Law

Exclusion

The Second Generation Period

Japanese: War, Evacuation, and Relocation

Japanese American Assimilation

Primary & Secondary & Marital Assimilation & Cultural assimilation

Japanese Success in America: Cultural and Structural View

Week 6 & 7

Oral Presentations. Last week for oral presentations (continuation of oral presentation)

Topic 5 Exclusionary Mechanisms and Rationalizations

Nativism

Scientific Racism

racial differences

MENTAL TESTING AND IMMIGRATION

the rise of environmentalism

hereditarianism

the bell curve - eugenics revisited

Immigration Restrictions

The Chinese

East Indians

The Immigration Act of 1924, 1952 (the removal of race)

Theories of Prejudice

- cultural transmission theories of prejudice

- group identification theories of prejudice

- personalities theories of prejudice

Theories of Discrimination: group and institutional theories

TEST 2 : Friday of week seven - Immigration, Immigrant restrictions and

Theories of Inclusion and Exclusion

Weeks 8 & 9

Topic 6 Mexican Americans: colonization, assimilation and transformations

The Colonial Model

- Early Indian - Spanish relations

- The Texas Frontier

- Borderland Conflicts

Mexican Migration and Native Reactions

- The great depression

- The Bacero Program

- The Zuit-Suit Riots

- The Mexiocan American Civil Rights Movement

Identity and Diversity

Mexican American Assimilation

- cultural assimilation

- Bilingual Education

- Domestic and Family Asssimilation

- Secondary, Primary, and Marital Assimilation

Mexican American "Success"

TEST 3: Friday week 9 - Mexican American Assimilation

Weeks 10 & 11

Topic 7 African Americans: Slavery, 1st Reconstruction, 2nd Reconstruction, Protest and Social Change

The Period of Slavery

Immigrant or Colonized Minority

Emancipation and Reconstruction

- Freed African Americans

- White hostility

The Restoration of White Supremacy

- Economic slavery

- Jim Crow Laws

- Voting registration

- Separate But Equal

Migration and Urbanization

The Civil Rights Movement

Separate and subordinate

The Niagara Movement

Separatism

Legal victories

moral victories

political strategies

The Rise of Direct Action

Contemporary Racial Conflicts

Processes and perspectives on African American Assimilation

Assimilation or Appropriation

African American Successes - Affluence, poverty, mobility, and political autonomy

TEST 4: Friday week 11 - African American Dilemma

Weeks 12 & 13

Topic 8 American Indians; The First Americans

English and French Penetration of the Continent

Anglo-American - Indian Politics

The Proclamation of 1763

Treaty Enforcement

Indian removal

Legal Issues

The Trial of Tears

The Plains Wars and Reservations

Forced Anglo-Conformity

The BIA

Treaty making comes to an End

The Dawes Act

Indian Education

The Ghost dance and Wounded Knee

The Indian Reorganization Act

The "Termination" Policy

Pan-Indian Responses and Initiatives

Protest Organizations

New Tribalism

Immigrant or Colonized Minority

Cultural Assimilation

Language Maintenance

Indian Religious Freedom

Traditions

American Indian Ethic

Structural Assimilation

education

domestic transformation
income & employment
life chances

Primary Assimilation, Marital Assimilation

Native American Successes

TEST 5: Friday week 13 – Native American Conformity?

Week 14

Topic 9 The New Immigrants

Changes in the Law and Immigrant Stream

Refugees

Increasing Diversity

Undocumented Immigrants

Immigration Reform

The Vietnamese

The War Years

The Boat People and Resettlement

Refugee Camps

Vietnamese American Assimilation

Resurgent Racism and Nativism

Hate Groups and Hate Crimes

The Question of Immigration

Week 15

Topic 10 Reducing Exclusion and the Future of Ethnicity

Theory and practice / words and endeavors

Educational Approaches to inclusion

The Legal Approaches to Inclusion

Busing

Civil rights laws

Affirmative Action

Political Participation

Organized social Protest

Electoral Politics

Representative Politics

Ethnicity's Future

White assimilation of diverse cultural elements

White ethnic Assimilation: primary, secondary, & marital

Consequences of Colonization and Immigration

Alternative Views with alternative models: examining inclusion

Application of Alternative Views on Colonization and Immigration

Mexican Americans

African Americans

American Indians

TEST 6: Friday week 15 - New Immigrants and Reducing Exclusion

FINAL December 16, 1998, 17:45-19:45